

## 2004-05 AEA Annual Progress Report (APR) Checklist of Required Content

Please attach a paper copy of this document to the front of the completed Annual Progress Report and send four (4) copies of the APR and checklist to:

Del Hoover, Deputy Division Administrator  
Division of Early Childhood, Elementary & Secondary Education  
Iowa Department of Education  
Grimes State Office Building, Des Moines, IA 50319

**Report Due: February 1, 2006**

This form is available electronically at <http://www.state.ia.us/educate/aea/documents.html>

AEA Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

DE School Improvement Consultant: \_\_\_\_\_

Agency Contact Person for This Report: \_\_\_\_\_

Phone Number: \_\_\_\_\_ E-mail address: \_\_\_\_\_

### ***Required Signatures:***

\_\_\_\_\_  
AEA Chief Administrator

Date: \_\_\_\_\_

\_\_\_\_\_  
AEA Board President

Date: \_\_\_\_\_

## Guidance/Directions

- Write the page number(s) on which documentation appears in the APR in the column labeled "Page(s) #."
- **Clearly identify the year of collection for all baseline data. NEW**
- **Use data from 2002-03, 2003-04, and 2004-05 when providing trend information.**
- Beginning with the 2007 report (data for the 2005-06 school year), an agency in the first or second year of a merger is expected to combine data from the previous agencies in order to provide three years of trend line data. **NEW**
- Iowa Administrative Code, Chapter 72 can be accessed at the following link:  
[http://www4.legis.state.ia.us/IAChtml/281.htm#chapter\\_281\\_72](http://www4.legis.state.ia.us/IAChtml/281.htm#chapter_281_72)

## General AEA Accreditation Requirements

Item #	Page(s) #	<b>Annual Progress Report 281—IAC 72.10(2)</b>  <b>Guidance:</b> <ul style="list-style-type: none"> <li>• The agency determines the medium for distribution (e.g., electronic, paper, CD-Rom).</li> <li>• How the agency makes the APR available to the general public is an agency decision.</li> <li>• The extent of distribution to the public is an agency decision that is based upon reasonableness and cost efficiency.</li> <li>• It is recommended that agency staff receive a copy of the agency APR or a notice including a link to the document.</li> </ul>
1		The Annual Progress Report is <b>submitted in writing to school districts and accredited nonpublic schools</b> in the AEA region. 281—IAC 72.10(2)  <b>Expectations:</b> <ul style="list-style-type: none"> <li>• A description of how this requirement is met appears in the APR.</li> <li>• The APR itself or a link to an electronic version of the APR is actively distributed to school districts and accredited nonpublic schools served by the AEA.</li> </ul>
2		The Annual Progress Report is <b>submitted in writing to the Department.</b> 281—IAC 72.10(2)  <b>Expectation:</b> <ul style="list-style-type: none"> <li>• The agency submits four copies of both the APR and this checklist to the Iowa Department of Education by the prescribed deadline.</li> </ul>
3		The Annual Progress Report is <b>made available to the public.</b> 281—IAC 72.10(2)  <b>Expectation:</b> <ul style="list-style-type: none"> <li>• A description of how this requirement is met appears in the APR.</li> </ul>

Item #	Page(s) #	<b>Progress Toward Agency-Wide Goals 281—IAC 72.10(2)(a)</b>  <b>Guidance:</b> <ul style="list-style-type: none"> <li>Baseline and trend line data related to each agency-wide goal should be included in this section.</li> <li>The agency's data on success indicators or effectiveness should be aligned to agency-wide goal performance. These data may help describe progress toward goal attainment.</li> </ul>
4		The Annual Progress Report includes <b>agency-wide baseline data</b> for each agency-wide goal. 281—IAC 72.10(2)(a)  <b>Expectations:</b> <ul style="list-style-type: none"> <li>The agency includes all of its agency-wide goals in the APR.</li> <li>The agency describes when each agency-wide goal was established. <b>NEW</b></li> <li>Baseline data relating to agency-wide goals are included in the APR.</li> </ul>
5		The Annual Progress Report includes <b>agency-wide trend line data</b> that demonstrates progress with each agency-wide goal. 281—IAC 72.10(2)(a)  <b>Expectation:</b> <ul style="list-style-type: none"> <li>At least three years (2002-03, 2003-04, and 2004-05) of trend line data describing progress toward agency-wide goals are included in the APR.</li> <li>If less than three years of data are available an explanation is provided. <b>NEW</b></li> </ul>
Item #	Page(s) #	<b>Indicator of Quality: Progress with Targeted Assistance 281—IAC 72.10(b)</b>  <b>Guidance:</b> <ul style="list-style-type: none"> <li>The needs assessment data from LEA CSIPs and APRs included in the APR is an agency decision.</li> <li>"Responding" assumes some sort of AEA action; the evidence of actions provided in the APR is an agency decision.</li> <li>This section is intended to display trends in school, teacher, and student needs as identified in LEA CSIPs and APRs. This assumes that agencies have aggregated this information.</li> </ul> <b>Recommended data sources for this section:</b> <ul style="list-style-type: none"> <li>AEA Customer Satisfaction Survey results</li> <li>LEA Comprehensive School Improvement Plans – synthesis of LEA needs and goals.</li> <li>LEA Annual Progress Reports – synthesis of LEA needs and goals.</li> <li>Aggregated feedback from the Department on LEA CSIP and APR deficiencies.</li> </ul>
6		The Annual Progress Report includes, at a minimum, three years of data regarding how the AEA addressed <b>specific teacher, school, and school district needs</b> evidenced in local school improvement plans and annual progress reports. 281—IAC 72.10(2)(b)(1)(1)  <b>Expectation:</b> <ul style="list-style-type: none"> <li>The agency includes information (2002-03, 2003-04, and 2004-05) from the following data sources: <ul style="list-style-type: none"> <li>teacher/school needs summarized from LEA CSIPs and LEA APRs.</li> <li>teacher/school needs from Department of Education feedback on LEA CSIPs and LEA APRs</li> </ul> </li> <li>A description of actions taken by the agency to address the identified teacher, school, and school district needs is included in the APR. <b>NEW</b></li> </ul>

7		<p>The Annual Progress Report includes, at a minimum, three years of data regarding how the AEA responded to <b>specific student learning needs</b> evidenced in local school improvement plans and annual progress reports. 281—IAC 72.10(2)(b)(1)(2)</p> <p><b>Expectations:</b></p> <ul style="list-style-type: none"><li>The agency includes information (2002-03, 2003-04, and 2004-05) from the following data sources:<ul style="list-style-type: none"><li>Student learning needs summarized from LEA CSIPs and LEA APRs.</li><li>Student learning needs from Department of Education feedback on LEA CSIPs and LEA APRs.</li></ul></li><li>A description of actions taken by the agency to address the identified student learning needs is included in the APR. <b>NEW</b></li></ul>																																															
Item #	Page(s) #	<p><b>Indicator of Quality: Progress with Improved Student Learning</b> 281—IAC 72.10(2)(b)(2)</p> <p><b>Guidance:</b></p> <ul style="list-style-type: none"><li>Reporting student information using biennium data is acceptable as long as the agency can report at least three biennium data points.</li><li><u>Items 8-10:</u> The agency must compare the <u>agency percentage of students</u> proficient with the following state and national data:</li></ul> <table><tr><th rowspan="3"></th><th colspan="6">State and National Comparison Data</th></tr><tr><th colspan="6">Percents Proficient</th></tr><tr><th colspan="2">Reading</th><th colspan="2">Mathematics</th><th colspan="2">Science</th></tr><tr><th></th><th>State</th><th>Nation</th><th>State</th><th>Nation</th><th>State</th><th>Nation</th></tr><tr><td><b>Grade 4</b></td><td>78.0</td><td>60</td><td>78.8</td><td>60</td><td>N/A</td><td>N/A</td></tr><tr><td><b>Grade 8</b></td><td>70.6</td><td>60</td><td>73.8</td><td>60</td><td>79.2</td><td>60</td></tr><tr><td><b>Grade 11</b></td><td>77.0</td><td>60</td><td>78.4</td><td>60</td><td>79.7</td><td>60</td></tr></table> <p>(2003-2005 Biennium Period, 2000 norms. <i>Condition of Education Report</i>, Iowa Department of Education, 2005)</p> <ul style="list-style-type: none"><li><u>Items 11-13:</u> Reporting on students with low socioeconomic status and students with disabilities should follow LEA reporting requirements (e.g., IEP vs. non-IEP students). This expectation only applies to low SES and IEP status reporting requirements.</li><li><u>Item 15:</u> For data on dropouts, agencies may consider reporting subgroup data by both the percentage of total students and the percentage of total dropouts (e.g., 140 of 7819 students dropped out. 78 were white. The percentage could be reported two ways: 78 of 7819 or 78 of 140).</li><li>If a particular subgroup does not appear in the APR, the agency should document that the total N for that subgroup is less than 10 students agency-wide.</li></ul> <p><b>Recommended data sources for this section:</b></p> <ul style="list-style-type: none"><li>ITBS/ITED</li><li>School and School District APRs and Checklists</li><li>ACT</li></ul>		State and National Comparison Data						Percents Proficient						Reading		Mathematics		Science			State	Nation	State	Nation	State	Nation	<b>Grade 4</b>	78.0	60	78.8	60	N/A	N/A	<b>Grade 8</b>	70.6	60	73.8	60	79.2	60	<b>Grade 11</b>	77.0	60	78.4	60	79.7	60
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8		<p>The Annual Progress Report includes, at a minimum, three years of area-wide data on student <b>achievement in mathematics</b>. 281—IAC 72.10(2)(b)(2)(1)</p> <p><b>Expectations:</b></p> <ul style="list-style-type: none"><li>At least three years (2002-03, 2003-04, and 2004-05) of data on the percentage of 4, 8, &amp; 11 grade students proficient in mathematics</li><li>At least three years (2002-03, 2003-04, and 2004-05) of data on the percentage of 4, 8, &amp; 11 in each of three achievement (low, intermediate, and high) levels in mathematics.</li><li>At least three years (2002-03, 2003-04, and 2004-05) of Mathematics achievement data from grades 4, 8, and 11 compared with the state and the nation.</li></ul>																																															

9		<p>The Annual Progress Report includes, at a minimum, three years of area-wide data on student <b>achievement in reading</b>. 281—IAC 72.10(2)(b)(2)(2)</p> <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>• At least three years (2002-03, 2003-04, and 2004-05) of data on the percentage of 4, 8, &amp; 11 grade students proficient in reading.</li> <li>• At least three years (2002-03, 2003-04, and 2004-05) of data on the percentage of 4, 8, &amp; 11 in each of three achievement (low, intermediate, and high) levels in reading.</li> <li>• At least three years (2002-03, 2003-04, and 2004-05) of reading achievement data from grades 4, 8, and 11 compared with the state and the nation.</li> </ul>
10		<p>The Annual Progress Report includes, at a minimum, three years of area-wide on student <b>achievement in science</b>. 281—IAC 72.10(2)(b)(2)(3)</p> <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>• At least three years (2002-03, 2003-04, and 2004-05) of data on the percentage of 8 &amp; 11 grade students proficient in science.</li> <li>• At least three years (2002-03, 2003-04, and 2004-05) of data on the percentage of 8 &amp; 11 grade students in each of three achievement levels (low, intermediate, and high) in science.</li> <li>• At least three years (2002-03, 2003-04, and 2004-05) of science achievement data from grades 8, and 11 compared with the state and the nation.</li> </ul>
11		<p>The Annual Progress Report includes, at a minimum, three years of area-wide data on student <b>achievement gaps in mathematics</b>. 281—IAC 72.10(2)(b)(2)(4)</p> <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>• At least three years (2002-03, 2003-04, and 2004-05) of data on the percentage of 4, 8, &amp; 11 grade students proficient in mathematics by subgroup: <ul style="list-style-type: none"> <li>○ Gender</li> <li>○ Race (per ITP reporting categories: White, non-Hispanic origin; Black, non-Hispanic origin; Hispanic; Asian or Pacific Islander; American Indian or Alaskan Native)</li> <li>○ Socioeconomic status</li> <li>○ Students with disabilities (IEP status)</li> <li>○ ELL</li> <li>○ Migrant</li> </ul> </li> <li>• At least three years (2002-03, 2003-04, and 2004-05) of data on the percentage of 4, 8, &amp; 11 in each of three achievement (low, intermediate, and high) levels in mathematics by subgroup.</li> </ul>
12		<p>The Annual Progress Report includes, at a minimum, three years of area-wide data on student <b>achievement gaps in reading</b>. 281—IAC 72.10(2)(b)(2)(5)</p> <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>• At least three years (2002-03, 2003-04, and 2004-05) of data on the percentage of 4, 8, &amp; 11 grade students proficient in reading by subgroup: <ul style="list-style-type: none"> <li>○ Gender</li> <li>○ Race (per ITP reporting categories: White, non-Hispanic origin; Black, non-Hispanic origin; Hispanic; Asian or Pacific Islander; American Indian or Alaskan Native)</li> <li>○ Socioeconomic status</li> <li>○ Students with disabilities (IEP status)</li> <li>○ ELL</li> <li>○ Migrant</li> </ul> </li> <li>• At least three years (2002-03, 2003-04, and 2004-05) of data on the percentage of 4, 8, &amp; 11 in each of three achievement (low, intermediate, and high) levels in reading by subgroup.</li> </ul>

13		<p>The Annual Progress Report includes, at a minimum, <u>three years</u> of area-wide data on student <b>achievement gaps in science</b>. 281—IAC 72.10(2)(b)(2)(6)</p> <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>At least <u>three years</u> (2002-03, 2003-04, and 2004-05) of data on the percentage of 8 &amp; 11 grade students proficient in science by subgroup: <ul style="list-style-type: none"> <li>Gender</li> <li>Race (per ITP reporting categories: White, non-Hispanic origin; Black, non-Hispanic origin; Hispanic; Asian or Pacific Islander; American Indian or Alaskan Native)</li> <li>Socioeconomic status</li> <li>Students with disabilities (IEP status)</li> <li>ELL</li> <li>Migrant</li> </ul> </li> <li>At least <u>three years</u> (2002-03, 2003-04, and 2004-05) of data on the percentage of 8 &amp; 11 in each of three achievement (low, intermediate, and high) levels in reading by subgroup.</li> </ul>
14		<p>The Annual Progress Report includes, at a minimum, three years of area-wide data on <b>dropout rates</b>. 281—IAC 72.10(2)(b)(2)(7)</p> <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>At least three years (2002-03, 2003-04, and 2004-05) of data on the number and percentage of dropouts in grades 7-12 by total, gender, race, and students with disabilities.</li> </ul>
15		<p>The Annual Progress Report includes, at a minimum, three years of area-wide data on preparing students for <b>postsecondary success</b>. 281—IAC 72.10(2)(b)(2)(8)</p> <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>At least three years (2002-03, 2003-04, and 2004-05) of data on the number and percentage of high school students achieving a score or status on a measure indicating probable post-secondary success.</li> <li>At least three years (2002-03, 2003-04, and 2004-05) of on the number and percentage of high school students intending to pursue post-secondary education/training.</li> </ul>
16		<p>The Annual Progress Report includes, at a minimum, three years of area-wide data on students who complete a <b>core program</b>. 281—IAC 72.10(2)(b)(2)(9)</p> <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>At least three years (2002-03, 2003-04, and 2004-05) of data on the number and percentage of high school graduates that completed a core program.</li> </ul>

Item #	Page(s) #	<b>Indicator of Quality: Progress with Improved Teaching</b> 281—IAC 72.10(2)(b)(3) <p><b>Guidance:</b></p> <ul style="list-style-type: none"> <li>The agency is encouraged to report data from the customer satisfaction survey by content area.</li> <li>The agency is encouraged to provide other data to support improved teaching such as implementation data and effectiveness data.</li> </ul> <p><b>Recommended data source for this section:</b></p> <ul style="list-style-type: none"> <li>AEA customer survey questions: Extent to which teachers indicate that participation in AEA services enabled them to improve instruction or job-related practices.</li> </ul>
17		The Annual Progress Report includes, at a minimum, three years of data on improving teaching in <b>mathematics</b> . 281—IAC 72.10(2)(b)(3)(1) <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>At least three years (2002-03, 2003-04, and 2004-05) of data related to the extent to which mathematics teachers indicate that participation in AEA services enabled them to improve instruction or job-related practices.</li> </ul>
18		The Annual Progress Report includes, at a minimum, three years of data on improving teaching in <b>reading</b> . 281—IAC 72.10(2)(b)(3)(2) <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>At least three years (2002-03, 2003-04, and 2004-05) of data related to the extent to which reading teachers indicate that participation in AEA services enabled them to improve instruction or job-related practices.</li> </ul>
19		The Annual Progress Report includes, at a minimum, three years of data on improving teaching in <b>science</b> . 281—IAC 72.10(2)(b)(3)(3) <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>At least three years (2002-03, 2003-04, and 2004-05) of data related to the extent to which science teachers indicate that participation in AEA services enabled them to improve instruction or job-related practices.</li> </ul>
Item #	Page(s) #	<b>Indicator of Quality: Progress with Resource Management</b> 281—IAC 72.10(2)(b)(4) <p><b>Guidance:</b></p> <ul style="list-style-type: none"> <li>Specific information on efficiency and timeliness is a agency decision.</li> <li>Examples of efficiency and timeliness should be noted if possible.</li> <li>Refer to the AEA Technical Assistance Manual on Continuous Improvement and Accreditation, page 82, for possible examples of efficiencies in service.</li> </ul> <p><b>Recommended data source for this section:</b></p> <ul style="list-style-type: none"> <li>AEA Customer Satisfaction Survey results.</li> </ul>
20		The Annual Progress Report includes baseline and at least three years of data on delivering <b>cost-efficient services</b> . 281—IAC 72.10(2)(b)(4)(1) <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>Baseline data relating to cost-efficient services are included in the APR.</li> <li>At least three years (2002-03, 2003-04, and 2004-05) of trends in information are provided.</li> </ul>

21		<p>The Annual Progress Report includes baseline and at least three years of data on delivering <b>timely services</b>. 281—IAC 72.10(2)(b)(4)(2)</p> <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>• Baseline data relating to delivery of timely services are included in the APR.</li> <li>• At least three years (2002-03, 2003-04, and 2004-05) of trends in information are provided.</li> </ul>
Item #	Page(s) #	<p><b>Indicator of Quality: Progress with Customer Satisfaction with Services</b> 281—IAC 72.10(2)(b)(5)</p> <p><b>Recommended data source for this section:</b></p> <ul style="list-style-type: none"> <li>• AEA Customer Satisfaction Survey results</li> </ul>
22		<p>The Annual Progress Report includes, at a minimum, three years of data on levels of <b>customer participation</b> in AEA services. 281-IAC 72.10(2)(b)(5)(1)</p> <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>• Baseline data relating to customer participation in AEA services are included in the APR.</li> <li>• At least three years (2002-03, 2003-04, and 2004-05) of trends in information are provided.</li> </ul>
23		<p>The Annual Progress Report includes, at a minimum, three years of data on levels of <b>customer satisfaction</b> with of AEA services. 281—IAC 72.10(2)(b)(5)(2)</p> <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>• At least one year (02-03) of data on customer satisfaction with the quality of AEA services.</li> <li>• Two years of data (03-04, 04-05) from the newly phrased customer satisfaction question from the AEA Customer Survey.</li> </ul>